DOCUMENT RESUME

ED 443 296 FL 026 336

AUTHOR Akcan, Sumru
TITLE Cooperative Learning Course Syllabus for Pre-Service Teachers.
PUB DATE 2000-03-00
NOTE 30p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (Vancouver, BC, Canada, March 14-18, 2000).
PUB TYPE Guides - Classroom - Teacher (052) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Classroom Techniques; College Students; *Cooperative Learning; *Course Descriptions; Elementary Secondary Education; *English (Second Language); Higher Education; Methods Courses; *Preservice Teacher Education; Second Language Instruction; Second Language Learning; Teacher Educator Education; *Teaching Methods

ABSTRACT

This syllabus is designed for a 15-week, advanced level undergraduate course in foreign language teaching methods. Students in this course would have already had coursework in second language teaching and learning, second language acquisition and development, and other methods courses. The syllabus aims to give information about what cooperative learning is and how it can be used effectively in a classroom. The students will understand the strengths and weaknesses of this method and improve their critical thinking on its implementation. By the end of the course students should have the perspective to judge how cooperative learning can be promoted, what cooperative learning's potential is for changing how learning takes place, how children interact with one another, and how individual educators can become more reflective and skilled in implementing cooperative learning in the classroom. Included are a list of course materials (each book is briefly described), outside resources on cooperative learning (newsletters, organizations, World Wide Web listservs and links), course objectives, course procedures, and an explanation of assignments and grading. For each week, reading assignments and learning goals are provided. (Contains a 23-item annotated bibliography on cooperative learning.) (KFT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 443 296

Cooperative Learning Course Syllabus for Pre-Service Teachers

Author: Sumru Akcan

University of Arizona

akcans@u.arizona.edu

August 5, 2000

This paper is presented as a poster session at TESOL 2000 (March 14-18), Vancouver, B.C., Canada.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sumru Akcan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

FL026336

Description of the Target Population and the Instructional Context

This syllabus is for an undergraduate level course in foreign language teaching methods. The students had taken courses such as theories of second language acquisition, L2 acquisition and development, and various method courses before they have taken this cooperative learning course. The students have background knowledge about second language teaching and learning.

Cooperative learning is an instructional method where students are placed into groups and work together in order to accomplish a task. According to Johnson & Johnson (1992), Kagan (1985), and Slavin (1989), three proponents of cooperative learning, this method has great potential for maximizing students' use of the target language in ESL/EFL classrooms. The researchers mentioned above think that cooperative learning is an effective way to encourage language use and interaction among students, as long as the key elements come together. From this aspect, the implementation of cooperative language learning in EFL classrooms is significant, since the use of the target language mostly occurs in classroom contexts, not outside of a class.

This course syllabus aims to give information about what cooperative learning is and how it can be used effectively and successfully in a classroom. The students will understand the strengths and the weaknesses of this method and improve their critical thinking on the implementation of this method. In other words, at the end of the course, the students will have a perspective in terms of how cooperative learning can be promoted, what cooperative learning's potential is for changing how learning takes place, how children interact with one another, and how individual educators can become more reflective about implementing cooperative learning.

(Note: This syllabus is prepared by Sumru Akcan who is planning to offer this course when she goes back to her country to work as a teacher educator in a university.)

EDUC 400: Group Dynamics in Language Classrooms (3 credit hours)

Meeting Time/Place: Mondays & Wednesdays, 3:00-4:30 in Education Building 514
Instructor: Sumru Akcan
E-mail: akcans@u.arizona.edu

Office Hours: M, TH, F 9:00-10:00 a.m.
Listserv-internet discussion address for EDUC 400:
EDUC 400@listserv.edu.

List of Resources on Cooperative Learning:

*To become a member of the cooperative learning discussion group listserver, please follow this procedure:
-Send an e-mail to: LISTSERV@JARING.MY
-Include in the body of the message: Subscribe CL your name

*Below are the names of the newsletters and organizations that you might want to contact to get more information about cooperative language learning.

Newsletters

-*Cooperation Unlimited Newsletter* (Educational Excellence, P.O. Box 68, Portage, MI 49081)

Includes information by experts, suggestions by teachers, and sample lesson plans.

-*Our Link: Cooperative Learning Newsletter*. (Cooperative Learning Center, University of Minnesota, 202 Pattee Hall, 150 Pillsbury Drive, Minneapolis, MN 55455)

Includes short lesson plans, and publishes research findings and classroom materials.

Organizations

-*Cooperative Learning Center,* 202 Pattee Hall, University of Minnesota, Minneapolis, MN 55455.

This center is directed by David and Roger Johnson. It conducts research into various aspects of cooperative learning, and publishes classroom materials.

- *Center for Social Organization of Schools*, The Johns Hopkins University, Department L88, 3005 N. Charles St., Baltimore, MD 21218.

This research center is directed by Robert Slavin. It publishes research findings and classroom materials on cooperative learning.

Course Objectives:

--Students will be able to understand what cooperative language learning is and the basic elements that make it work.

--Students will be able to learn how to structure and form cooperative learning groups.

--Students will be able to know the research results that validate the use of cooperative language learning in instructional situations.

--Students will be able to understand the teacher's role in cooperative language learning.

--Students will be able to assess their students' performance in cooperative group work.

--Students will involve themselves in critical analysis of the cooperative learning method and become aware of the strengths and weaknesses of this instructional method.

Procedures: The topics in the syllabus will be covered by using assigned readings, lectures, and class discussions. Practical experience in cooperative language learning will be obtained through observation of classroom instruction, and micro teaching. Students will write weekly logs about the class readings in order to improve their reflective thinking ability and be more critical about the strengths and the drawbacks of this method. Students will also work on group research projects and investigate the issues surrounding cooperative language learning.

Assignments and Grading:

Regular attendance is required in the class.

A. Written reflections on assigned readings (i.e., reactive comments and questions). The written reflections or logs should be submitted to the instructor every week. (10%)

B. Critical Review of three reports on cooperative language learning. The reviews should be two pages in length, double-spaced. Students will also give a brief presentation about the research reviews. (20%)

C. Students will be required to observe a language class in which group work is frequently used. Either a qualitative or a quantitative approach can be used in the classroom observation report. (20%)

D. Students will prepare a lesson by using cooperative learning method and teach it in the school where they are doing their practice teaching. They will videotape the lesson and write an evaluation report about their teaching. The micro-teaching will take approximately 20 minutes. (20%)

E. Small group or individual research papers on cooperative language learning will be submitted. (Research Possibilities: The effectiveness of cooperative learning techniques, the role of the teacher in group work, the impact of cooperative learning on students' language proficiency, the effect of homogeneous and heterogeneous grouping on students' language interaction) Students will consult with the instructor before selecting their research topics. A short research proposal needs to be presented in class. Final research reports are due on the last day of the class. Students will also give a short presentation about their research findings at the end of the semester. (30%)

Required Textbooks:

Cohen, E. G. (1994). *Designing groupwork: Strategies for the heterogeneous classroom.* New York: Teachers College Press.

Johnson, D.W., Johnson, R.T., & Holubec, J. E. (1993). *Circles of learning: Cooperation in the classroom.* Edina, MN: Interaction Book Company.

Kessler, C. (1992). *Cooperative language learning: A teacher's resource book.* Prentice-Hall, Inc.

Daily Syllabus:

Week 1

Monday (3:00-4:30)

Orientation to the course and review of the syllabus

Goal: The instructor will orient the students to the course and she will review the syllabus with them. The students will introduce themselves to their peers. The instructor will also ask the students to write information about themselves (i.e., name, address, email, research interests, and the number of languages they know) on the index cards she provides. In this way, the instructor will have specific information about each student. She can also reach students whenever it is necessary. In this class period, the instructor also gives information about what cooperative learning is and a brief history of this method. At the end of the class, she assigns the homework for the next class meeting.

Homework: Submit the written reflection (logs) of the readings: Kessler, Chapter 1 and Cohen, Chapter, 2. (The students are supposed to submit their logs for every reading assigned for each week).

Wednesday (3:00-4:30)

Readings: Kessler, Chapter 1: About Cooperative Learning

Cohen, Chapter 2: Why Group Work?

Goal: Students will discuss the key elements and the characteristics of cooperative learning. The key elements of cooperative learning as mentioned in the chapter are: positive interdependence, team formation, accountability, social skills, structuring and structures. This chapter gives brief information about the key elements. In the later weeks, the students will obtain detailed information on each key element. So, the students will have an introductory (general) information about cooperative learning during the class period. The class will also discuss the benefits of cooperative group work, such as increased frequency and variety of second language practice through interaction, opportunities to integrate

language with content-based instruction, and opportunities for students to act as resources for each other, assuming a more active role in their learning.

Week 2

Monday (3:00-4:30)

Readings: Cohen, Chapter 1: Group Work as a Strategy for Classrooms

Cohen, Chapter 3: The Dilemma of Group Work

Goal: The class talks about the significance of student-student interaction in second language acquisition. The students review their background information on the theories of second language acquisition. They discuss Long's "interaction hypothesis," which is based on a premise that the more adjustments a speaker will make in his or her attempt to communicate, the greater the opportunity for second language acquisition. They also talk about Swain's "output hypothesis" which claims that comprehensible input alone is not enough for second language acquisition. She argues that if learners do not practice the language they are learning, they can never produce comprehensible output. Based on the theoretical discussions, students discuss the role of group work as a way of promoting language interaction in classrooms. In chapter three (in Cohen's textbook), the class focuses on the problems of unequal participation and undesirable domination of groups by certain students.

Wednesday (3:00-4:30)

Readings: Johnson, Johnson, & Holubec, Chapter 1: What is Cooperative Learning?

Kessler, Chapter 2: Foundation for a Communicative Curriculum

Goal: This class period focuses on what cooperative, competitive, and individualistic learning situations are. In other words, three types of social interdependence: competitive, individualistic, and cooperative are examined and explored. Basically, the emphasis is on cooperative learning and the communicative approach. As the students know, ESL/EFL

curricula have recently developed communicative objectives for language learners and one of the goals of language teaching is to teach students how to communicate effectively in second/foreign language classrooms. Based on the importance of the communicative approach for language learning and teaching, the students discuss the communicative functions of language: how to use the language in order to carry out intentions, such as persuading, apologizing, and the organization of ideas by using the rhetorical patterns of classification and comparison. Then the students will discuss the role of cooperative learning in a communicative curriculum.

Week 3

Monday (3:00-4:30)

Readings: Johnson, Johnson, & Holubec, Chapter 3: Basic Elements of Cooperative Learning

Augustine, D. K. K., Gruber, K. D., & Hansom, L. R. (1990). Cooperative learning in English. English Journal, 79(6), 74-77.

Goal: The basic elements of cooperative learning are discussed. These are: (1) positive interdependence, (2) face-to-face promotive interaction, (3) individual accountability, (4) interpersonal and small group skills, and (5) group processing. Not all group work is cooperative group work. It is essential for the students to understand the basic elements of cooperative group work in order to make groupwork work effectively. In Augustine's article, the students also discuss the responses given by public school English teachers about how they are using cooperative language learning in their classrooms.

Wednesday (3:00-4:30)

Readings: Ellis, S. (Dec.89-Jan.90). Introducing cooperative learning. Educational Leadership, 47(4), 34-37.

Johnson, Johnson, & Holubec, Chapter 9: The Cooperative School

Goal: The class discussion is directed to the implementation of cooperative learning in a cooperative school setting. In Ellis's article, the students discuss a successful teacher training program in cooperative learning and address the opportunities for training on implementing the cooperative learning method.

Week 4 (Review Articles Due)

Monday (3:00-4:30)

Readings: Bernaggozzi, T. (1988). The new cooperative learning. Learning, 88, 38-43.

Edwards, C., & Stout, J. (Dec. 1989-Jan. 1990). Cooperative learning: The first year. Educational Leadership, 47(4), 38-41.

Goal: The class discusses forming groups (heterogeneous and homogeneous), group size, and grading with reference to Bernaggozzi's article. The advantages and the disadvantages of heterogeneous and homogenous grouping are also explored. In Edwards & Stout's article, the class discussion is geared toward two elementary teachers' suggestions on assigning groups, determining group size, and deciding when to use cooperative group work.

Wednesday (3:00-4:30)

Readings: Johnson, Johnson, & Holubec, Chapter 2: Research on Cooperative Learning

Nastasi, B. K., & Clements, D. H. (1991). Research on cooperative learning: Implications for practice. School Psychology Review, 20(1), 110-131.

Goal: In this class period, the students talk about research on social interdependence, achievement, and positive interpersonal relationships. In other words, the focus is on three general theoretical perspectives that guided research on cooperative learning: social interdependence (Kurt Lewin, Kurt Kafka and Deutsch 's research studies), cognitive-developmental (Piaget's, Vygotsky's, and Johnson & Johnson's studies), and behavioral

(Bandura, Slavin, Homans, and Thibaut's studies). Nastasi's article also provides an overview of research on cooperative learning with a focus on topics related to the implementation of cooperative learning groups. In the last twenty-five minutes of the class, five students will present their review articles on the topics about cooperative language learning.

5-minute presentation of the review articles:

Names: 1.-----2.-----3.----- 4.----- 5.-----

Week 5

Monday (3:00-4:30)

Readings: Slavin, R. E. (1989). Research on cooperative learning: Consensus and controversy. Educational Leadership, 47(4), 52-54.

Kessler, Chapter 3: Language and Cognitive Development through Cooperative Group Work

Goal: In this class session, the students talk about the main areas of consensus and controversy in research on cooperative learning. For instance, the students will learn that there is a general agreement that the cooperative learning method has a positive effect on student achievement, and the researchers also agree that group goals and individual accountability play a significant role in the achievement effects of the cooperative learning method. One of the controversies is whether cooperative learning is effective at all grade levels. There is evidence that the method is instructionally effective in grades 2-9, but there are few studies that examine grades 10-12. The students will also find the research results on language and cognitive development in Kessler's article. In the last twenty-five minutes of the class, five students will present their review articles.

5-minute presentation of the review articles:

Names: 1.-----2.-----3.----- 4.----- 5.-----

Wednesday (3:00-4:30)

Reading: Johnson & Johnson, Chapter 8: Student Acquisition of Cooperative Skills

Goal: This class period is devoted on to how to teach cooperative social skills (i.e., asking for clarification, checking comprehension, and asking for help). According to the cooperative learning literature, for cooperative learning groups to be productive, students need to be able to engage in collaborative skills. Without effective communication, cooperative learning groups will not increase their productivity and effectiveness. For this reason, in this class period, the class discussion will be focused more on how to teach students cooperative skills and how to build and maintain a trusting environment during group work. In the last twenty-five minutes of the class, five students will present their review articles.

5 minute presentation of the review articles:

Names: 1.----- 2.----- 3.----- 4.----- 5.-----

Week 6

Monday (3:00-4:30)

Reading: Johnson, Johnson, & Holubec, Chapter 6: Teaching Cooperative Skills

Video: Cooperative Learning

Goal: The class will read and discuss four kinds of cooperative skills: forming skills (i.e., staying with the group, using quiet voices, and taking turns), functioning skills (i.e., sharing ideas and opinions, asking for facts and reasoning, giving direction to the group's work, and asking for help or clarification), formulating skills (i.e., summarizing out loud, seeking elaboration, and checking for understanding), and fermenting skills (i.e., criticizing ideas without criticizing people, asking for justification, and probing by asking in-depth questions). The students will also watch a video tape about the type of classroom routines and the necessary social skills that need to be taught for cooperative group work.

Wednesday (3:00-4:30)

Reading: Johnson, R. T., & Johnson, D. W. (1992). Implementing cooperative learning. Contemporary Education, 63(3), 173-181.

Goal: The goal of the class will be to focus on how to teach cooperative skills to students working together. The students will learn what the skill is and when it should be appropriately used, how social skills may be continuously improved, the mechanics of observing students engage in social skills, and the procedures for processing as a group. The basic elements of cooperative learning are also reviewed in the class period.

Week 7

Monday (3:00-4:30)

Readings: Bohlmeyer, E. M., & J. P. Burke (1987). Selecting cooperative learning techniques: A consultative strategy guide. School Psychology Review, 16, 36-49.
Fehring, H. (1987). Cooperative Learning Strategies Applied in the Language Classroom.

Goal: In this class period, the instructor briefly presents the cooperative learning techniques (i.e., jigsaw, group investigation, co-op co-op, and STAD) to the students. Furthermore, these techniques are classified in a scheme according to the nature of student interdependence, interaction among cooperative groups, basis for evaluation, and scoring. Several sample lessons using these cooperative learning techniques are included in the agenda of the class.

Wednesday (3:00-4:30)

Readings: Kessler, Chapter 7: Jigsaw: Integrating Language and Content
Aronson, E., & Goode, E. (1980). Training teachers to implement jigsaw learning: A manual for teachers. In S. Sharan, P. Hare, C. D. Webb, and R. Hertz-Lazarowitz (Eds.), Cooperation in Education.

Goal: The goal of the class will be to focus on jigsaw, a cooperative technique of classroom organization, and provide suggestions for the use of jigsaw activities in the language classrooms. In other words, the students will read and learn about how to organize jigsaw activities (i.e., grouping and division of the task, working in the expert groups and working in the jigsaw groups) and how to create and use materials for jigsaw. The benefits of jigsaw in the second language classrooms will also be discussed. At the end of the class, five students will present their research proposals.

Presentation of the research proposals:

Names: 1.----- 2.----- 3. ----- 4.----- 5. -----

Week 8 (Observation Reports Due)

Monday (3:00-4:30)

Readings: Kagan, S. (1985). A flexible cooperative learning technique. In R. Slavin, S. Sharan, S. Kagan, R. Hertz-Lazarowitz, C. Webb, & R. Schmuck (eds.) Learning to cooperate, Cooperating to Learn. New York: Plenum Press.

Sharan, S., & R. Hertz-Lazarowitz (1979). A group-investigation method of cooperative learning in the classroom. In S. Sharan, P. Hare, C.D. Webb, & R. Hertz-Lazarowitz (eds.), Cooperation in Education, Provo, Utah: Brigham Young University Press.

Goal: The goal of the class is to discuss the other two methods, co-op co-op and group-investigation, in second/foreign language classrooms. The class discusses the elements of co-op co-op and the cognitive and the affective impacts of this method on students' language proficiency. The class also learns about the group-investigation method and talks about the stages of implementation of this method, such as identifying the topic, organizing students into research groups, carrying out the investigation, and presenting the final product. At the end of the class, the students submit their observation reports which are due this week and

five students will present their research proposals. The class and the instructor will provide feedback on the research proposals.

Presentation of the research proposals:

Names: 1.----- 2.----- 3. ----- 4.----- 5. -----

Wednesday (3:00-4:30)

Readings: Sharan, Y., & Sharan, S. (Dec.1989-Jan.1990). Group-investigation expands cooperative learning. Educational Leadership, 47(4), 17-21.

Slavin, R. E. (1986). Getting started with STAD. American Educator: The professional Journal of the American Federation of Teachers, 10(2), 10-11.

Bejarano, Y. (1987). A cooperative small-group methodology in the language classroom. TESOL Quarterly, 21, 483-504.

Goal: The class proceeds with discussion on cooperative learning techniques. The class will review the group-investigation technique and discuss the stages of implementation of this technique. Another technique which will be discussed is STAD (Student-Teams-Achievement Divisions). The students will talk about how to assign learners to teams, schedule activities, calculate improvement scores, and recognize team accomplishments. In Bejarano's article, the students will learn about the findings of a research study that tests the effects of STAD on students' achievement in an EFL class. Then the students will evaluate these four techniques by critically thinking about their strengths and weaknesses in terms of their implementation into a classroom setting. To do this, the class will be divided into four groups. Each group will be assigned a cooperative learning technique and asked to discuss the advantages and the drawbacks of them by working together in their groups. Then each group will report their findings to the whole class.

Week 9

Monday (3:00-4:30)

Readings: Kessler, Chapter 9: The role of the teacher in the cooperative learning classroom

Johnson, D. W., & Johnson, R. T. (1987). Implementing cooperative learning: The teacher's role. In R. T. Johnson, D. W. Johnson, & E. J. Holubec (Eds.), Structuring Cooperative Learning: Lesson Plan for Teachers. Interaction Book Company.

Goal: The students will talk about the key elements of the cooperative learning teacher's role, such as the teacher as inquirer, the teacher as creator, the teacher as observer, the teacher as facilitator, and the teacher as change agent. The students will explore five strategies in the teacher's role when implementing cooperative learning (i.e., specifying the objectives for the lesson, making decisions about forming groups, explaining the goal of a learning activity, and evaluating students' performance). The class will also discuss the decisions that a cooperative learning teacher has to make, such as deciding on the size of the group, assigning students to groups, arranging the room, planning the instructional materials to promote interdependence, and assigning roles to ensure interdependence.

Wednesday (3:00-4:30)

Continue the discussion on 'teacher role.'

Reading: Ebel, C. W. (1985). The teacher as a coach in the ESL classroom. NASSP Bulletin, 69 (479), 77-81.

Goal: The class will continue the discussion on the 'teacher's role.' The students will discuss Ebel's article that describes the role of the teacher in a successful ESL program in Virginia. Five students will also present their research proposals and receive feedback from their peers and the instructor.

Presentation of the research proposals:

Names: 1.----- 2.----- 3. ----- 4.----- 5. -----

Week 10 (Video Teaching and Critique Due)

Monday (3:00-4:30)

Readings: Cohen, Chapter 7: The Teacher's Role: Letting Go and Teaming Up.

Kessler, Chapter 8: Teacher Talk in the Cooperative Learning Classroom

Goal: Week 10 will also focus on the teachers' role since the teacher is a central component affecting the performance of groups. In this class period, the students discuss the teacher's responsibilities in delegating authority (the "no hovering" rule), managing of conflict, and holding students accountable for their tasks. In Kessler's chapter, the students will review the characteristics of teacher-talk style in cooperative learning classrooms. For instance, teachers provide broad questions to challenge thinking and teachers assist students with the learning task rather than providing error correction. The students also submit their video teaching and critique assignment to the instructor.

Wednesday (3:00-4:30)

Readings: Cohen, Chapter 4: Preparing students for cooperation

Ellis, S. (1985). Introducing cooperative learning groups: A distinct-wide effort. Journal of Staff Development, 6, 52-59.

Goal: The purpose of the class is to address the issues on how to train teachers in the use of cooperative learning strategies and to discuss its components. The class discussion will also be geared toward the role of the teacher in preparing students for cooperation in terms of responding to the needs of the group, teaching specific cooperative behaviors, special norms for group behavior, and effective group functioning.

Week 11

Monday (3:00-4:30)

Reading: Johnson, R. T., & Johnson, D. W. (1987). Monitoring Groups Effectively. In R. T.Johnson, D. W. Johnson, & E. J. Holubec (Eds.), Structuring Cooperative Learning: Lesson Plan for Teachers. Interaction Book Company.

Goal: Three major tasks related to teacher monitoring will be discussed. These are: providing task assistance, collecting data on students' behavior in the groups, and intervening to teach specific cooperative skills. These three areas will be explored in detail in the class. The students discuss why monitoring students' behavior in the groups is the primary job of the teacher when cooperation is new to students, as mentioned in Johnson & Johnson's chapter.

Wednesday (3:00-4:30)

Reading: Cohen, Chapter 6: Giving Everyone a Part to Play

Goal: The goal of the class is to discuss assigning roles to the group members in cooperative group work, such as leadership roles, group harmonizers, and facilitators. Three things that teachers must do to ensure the effectiveness of any assignment of roles are also examined during the class. These three areas are: (1) making the assignment of the job to a specific member of each group public knowledge, (2) specifying exactly what the person playing the role is supposed to do, and (3) making sure that everyone knows what the role player is supposed to do.

Week 12

Monday (3:00-4:30)

Reading: Johnson, Johnson, & Holubec, Chapter 7: Assessment and Evaluation

Goal: The purpose of the class is to introduce and then to discuss the assessment and the evaluation methods that can be used for cooperative group work. The assessment options include the traditional paper-and-pencil format, performance assessments, authentic assessments, and assessing the quality of learning.

Wednesday (3:00-4:30)

Reading: Cohen, Chapter 9: Evaluating your Engineering

Goal: The discussion from the previous lesson continues. Some effective tools (i.e., peer editing, class presentations, self and other rating, and peer evaluation form) to use in evaluating group work and sample participation scoring calculations are presented to the students in the class. The instructor asks the students to critically evaluate these tools based on the effectiveness of these instruments in measuring students' performance.

Week 13

Monday (3:00-4:30)-Wednesday 3:00-4:30

Johnson & Johnson (1987), Chapter 9: Assessment, Evaluation, and Group Processing

Goal: The discussion on assessment and evaluation of students' performance in group work continues. The instructor asks the students what kind of an evaluation tool they are going to use for the lesson they taught for the video teaching assignment. The students explain why they may choose to use a specific instrument for their lessons. The strengths and the weaknesses of various evaluation tools are also explored in the class period.

Week 14

Monday (3:00-4:30)-Wednesday (3:00-4:30)

Reading: Johnson, D. W., & Johnson, R. T. (1984). Cooperative small-group learning. Curriculum Report 1:16.

Goal: Week 14 is the end of the semester, so that the students read and discuss Johnson & Johnson's article which is on a detailed overview of the theory and practice of cooperative learning. The students also give their opinions about how administrators and teachers can promote and support cooperative learning in their schools. Then the teacher writes some questions on the graffiti paper, hangs them on the wall and asks the students to get into

groups of three (five students in each group) and discuss the questions on the papers. The students get into groups and talk about possible answers for each question. Then one student from each group writes their ideas on the graffiti papers. At the end, the whole class shares what they think about the issues posted. The goal of this activity is to encourage students to be critical about cooperative learning and find solutions to the possible problems or issues that a teacher can experience when he or she is using this method.

Questions are:

1. How can we cover the syllabus if we use cooperative learning? Does it take more time to cover the same amount of material compared when a teacher-fronted mode is used?
2. How long (days, weeks, months, years) should cooperative learning groups stay together?
3. How can cooperative learning work in which competition is stressed in the school system and the larger society?
4. How can cooperative learning be used with low proficiency students?
5. How can cooperative learning be used with large classes?
6. For what learning objectives may cooperative learning techniques be most appropriate/useful?
7. How is feedback (error correction) dealt with in cooperative learning?
8. In what contexts/for what purposes/for what students may cooperative learning be inappropriate?

Week 15 (Research Papers Due)

Course Evaluation

Goal: The students present their research projects in the class and talk about the findings of their research studies. At the end of the class, the students fill out the course evaluation form.

Monday (3:00-4:30)

Presentation of the research projects

Names: 1.----- 2.----- 3.----- 4.----- 5.----- 6.----- 7.-----

Wednesday (3:00-4:30)

Presentation of the research projects

Names: 1.----- 2.----- 3.----- 4.----- 5.----- 6.----- 7.----- 8.-----

Rationale for Course Design and Course Objectives

Offering a course on cooperative learning might be useful for language teachers who are teaching English in large classrooms. Particularly in English as a Foreign Language contexts, the students may not find opportunities to practice the target language outside of a classroom. For this reason, teachers need to provide opportunities for their students to use the target language as extensively as possible in a classroom context. Group work is claimed to be an effective way to encourage language use and interaction among students by various researchers in the field of second/foreign language learning. However, group work does not mean just grouping students together and letting them work by themselves. Cooperative group work needs to be carefully structured so as to facilitate language use among students, as well as give them more chances to use the target language and to learn from others and the teacher.

To satisfy the need for increased language use in EFL classrooms, this course can create a language context where students use the target language actively and effectively in order to promote their language proficiency. The purpose of the course is to inform student teachers (pre-service teachers) what cooperative learning is and how it can be implemented into language classrooms. In other words, the goal of the course is to offer pre-service teachers the opportunity to become familiar with this method, critically evaluate it, and then decide to what extent they can benefit from the use of this method. In the course, the instructor aims to provide the students information about the history of cooperative learning, the key elements that make it work, the techniques used in cooperative group work, the teacher's role, and assessment and the evaluation of group work.

Rationale for Evaluation

Reflection and inquiry are the basic components of teacher development. Reflective teaching is considered a process that can facilitate both learning and understanding. Procedures commonly used to promote critical reflection are journals, class observations, reaction sheets, and audio or video recordings (Richards, 1998). Reflective logs, observation reports, review articles, video-teaching and critiques, and research projects are the evaluation methods used for this course. Wallace (1991) states that in received knowledge, the trainee becomes familiar with the concepts of the subject, research findings, and the theories of the subject matter. In experiential knowledge, the trainee will practice the knowledge and have more opportunities to reflect on it. For this reason, the assignments required for this course (i.e., readings, reflective logs, observation reports, video-teaching and critique, and research projects) will help students both learn the basis of knowledge for cooperative learning, and then practice that knowledge in classroom settings.

Johnson & Johnson (1996) also think that students often do not spend enough time reflecting on what they are learning and how it relates in a personal way to their lives. Learning logs can help students document and reflect on their learning experiences. The students write entries concerning personal observations, feelings, and opinions in response to readings and their experiences. Thus, the logs that the students submit every week will help them read the chapter and articles critically and reflect on what they have learned and how they put the new information into practice. Writing logs will also increase the students' participation in the class since they are supposed to read the assigned readings critically for their logs.

References

Johnson, D.W., & Johnson, T. R. (1996). *Meaningful and manageable assessment through cooperative learning*. Edina, Minnesota: Interaction Book Company.

Richards, J. C. (1998). *Beyond training*. Cambridge University Press.

Wallace, M. J. (1991). Teacher education: Some current models. In M. J. Wallace (Ed.), *Training foreign language teachers: A reflective approach* (pp. 2-17). Cambridge: Cambridge University Press.

Annotated Bibliography on Cooperative Learning

Augustine, D. K. K., Gruber, K. D., & Hanson, L. R. (1990). Cooperative learning in English. English Journal, 79(6), 74-77.

Public school English teachers answered the question of how they are using cooperative learning in your classrooms. Their responses are presented in the article.

****

Aronson, E., & Goode, E. (1980). Training teachers to implement jigsaw learning: A manual for teachers. In S. Sharan, P. Hare, C. D. Webb, & R. Hertz-Lazarowitz (Eds.), Cooperation in Education. Englewood Cliffs, New Jersey.

Outlines the jigsaw technique for cooperative learning. In this method, classrooms are divided into groups: expert and home groups. Expert groups share their knowledge with home groups.

****

Bejarano, Y. (1987). A cooperative small-group methodology in the language classroom. TESOL Quarterly, 21, 483-504.

Presents the results of the study designed to test the effects of Student-Teams-Achievement Divisions (STAD) on the achievement of students in an EFL class.

****

Bennaggozzi, T. (1988). The new cooperative learning. Learning, 88, 38-43.

Discusses forming groups, establishing the scoring system, teaching cooperative skills, and using cooperative learning to teach reading and writing.

****

Bohlmeyer, E. M., & J. P. Burke (1987). Selecting cooperative learning techniques: A consultative strategy guide. School Psychology Review, 16, 36-49.

Presents a classification scheme for cooperative learning techniques. Cooperative learning strategies, such as jigsaw, group investigation, co-op co-op, and STAD are

discussed and classified in terms of, nature of student interdependence, interaction among cooperative groups, basis for evaluation and reward.

****

Cohen, E. G. (1994). Designing GroupWork: Strategies for the Heterogeneous Classroom. Teachers College Press, New York.

Discusses how students can more actively participate and learn when cooperative group work is used in a classroom. Explores the drawbacks and successes of group work and provides suggestions for overcoming the drawbacks.

****

Ebel, C. W. (1985). The teacher as a coach in the ESL classroom. NASSP Bulletin, 69 (479), 77-81.

Summarizes the components of a successful ESL program in Virginia and the teacher's role in this ESL program. The article also reveals that ESL students can learn English more easily through cooperative activities.

****

Edwards, C., & Stout, J. (Dec. 1989-Jan. 1990). Cooperative learning: The first year. Educational Leadership, 47(4), 38-41.

Two elementary school teachers who use cooperative learning provide practical suggestions about assigning groups, determining group size, group responsibilities, and deciding when to use cooperative learning.

****

Ellis, S. (Dec. 89-Jan. 90). Introducing cooperative learning. Educational Leadership, 47(4), 34-37.

Addresses a successful teacher training program in cooperative learning and discusses issues, such as expanded opportunities for training and tips on implementing cooperative learning.

****

Ellis, S. (1985). Introducing cooperative learning groups: A distinct-wide effort. Journal of Staff Development, 6, 52-59.

Trains teachers in the use of cooperative learning strategies and describes the components of the cooperative learning strategies that were taught and the impact on the students' and teachers on the use of such strategies.

****

Fehring, H. (1987). Cooperative Learning Strategies Applied in the Language Classroom. (Reading Around Series No. 1). Adelaide, Australia: Australian Reading Association. (ERIC Document Reproduction Service. No.ED 285122).

Discusses key features of cooperative learning and compares individual, competitive, and cooperative learning. Several examples of lessons using cooperative learning are also included.

****

Johnson, D. W., Johnson, R. T., & Holubec, J. E. (1993). Circles of Learning: Cooperation in the Classroom. Interaction Book Company.

An introductory book to cooperative learning. It presents an overview of cooperative learning, including the definition of cooperative learning, the teachers' role, and how to teach students cooperative skills. This book also has a chapter on reflections of the nature and the future of cooperative learning.

****

Johnson, D.W., & Johnson, R. T. (1984). Cooperative small-group learning. Curriculum Report 1:16.

Presents a detailed overview of the theory and practice of cooperative learning. Defines key elements of cooperative learning. It also provides guidelines about how administrators can promote and support cooperative learning in their schools.

****

Johnson, D.W., & Johnson, R. T. (1987). Implementing cooperative learning: The teacher's role. In R. T. Johnson, D. W. Johnson, & E. J. Holubec (Eds.), Structuring Cooperative Learning: Lesson Plan for Teachers. Edina, Minn.: Interaction Book Company.

Explores five strategies included in the teacher's role when implementing cooperative learning. These are: (1) specifying the objectives for the lesson; (2) making decisions about forming groups before teaching the lesson; (3) clearly explaining the goal of the learning activity; (4) monitoring effectiveness of the groups; and (5) evaluating students' achievements.

****

Johnson, R. T., & Johnson, D. W. (1987). Monitoring Groups Effectively. In R.T. Johnson, D.W. Johnson, & E.J. Holubec (Eds.), Structuring Cooperative Learning: Lesson Plan for Teachers. Interaction Book Company.

Gives information about how to monitor students as they work cooperatively. Providing task assistance and intervening to teach cooperative skills were identified as the important monitoring tasks for teachers.

****

Johnson, R. T., & Johnson, D. W. (1992). Implementing cooperative learning. Contemporary Education, 63(3), 173-181.

Presents a brief history of cooperative learning and discusses what makes cooperative learning work. Positive interdependence, face-to-face promotive interaction, individual accountability, social skills, and group processing are examined in detail in the article.

****

Johnson, R. T., & Johnson, D. W. (1994). Student Acquisition of Cooperative Skills. In R. T. Johnson, & D. W., Johnson, Learning Together and Alone (pp. 185-205). Englewood Cliffs, New Jersey.

The chapter focuses on the ways of teaching cooperative skills to students. The other issues explored in the chapter are: communication skills, building and maintaining a trusting climate, leadership skills, and using bonus points to teach social skills.

****

Kagan, S. (1985). A flexible cooperative learning technique. In R. Slavin, S. Sharan, S. Kagan, R. Hertz-Lazarowitz, C. Webb, & R. Schmuck (Eds.) Learning to Cooperate, Cooperating to Learn. New York: Plenum Press.

Presents an overview of the elements and cognitive and affective effects of Co-op Co-op. A list of student comments is also included in the Appendix.

****

Kessler, C. (1992). Cooperative Language Learning: A Teacher's Resource Book. Prentice-Hall, Inc.

It is a teacher resource book for teachers working with second language learners in a classroom context. The book is organized into sections that deal with theory, practice, and teacher training. The first section is about the foundations of cooperative learning. The second section provides information on practical ideas for lessons in content-based language instruction, and the third section gives information on the role of the teacher and teacher training.

****

Nastasi, B. K., & Clements, D. H. (1991). Research on cooperative learning: Implications for practice. School Psychology Review, 20(1), 110-131.

Provides an overview of research on cooperative learning with an emphasis on topics related to the implementation of cooperative learning groups. Benefits of cooperative learning for cognitive development, academic achievement, and social-emotional growth are reviewed and a theoretical rationale for explaining the benefits is provided.

****

Sharan, S., & Hertz-Lazarowitz, R. (1979). A group-investigation method of cooperative learning in the classroom. In S. Sharan, P. Hare, C.D. Webb, & R. Hertz-Lazarowitz (Eds.), Cooperation in Education. Provo, Utah: Brigham Young University Press.

Describes the stages of implementation of this method: identifying the topic, organizing students into research groups, planning the learning task, carrying out the investigation, preparing a final report, and presenting a final report. A plan for future development of the model is also explored.

****

Sharan, Y., & Sharan, S. (Dec. 1989-Jan. 1990). Group-investigation expands cooperative learning. Educational Leadership, 47(4), 17-21.

A review article on the group investigation method and includes the stages of implementation.

****

Slavin, R. E. (1986). Getting started with STAD. American Educator: The Professional Journal of the American Federation of Teachers, 10(2), 10-11.

Discusses steps in using Student-Teams-Achievement Divisions (STAD), such as assigning students to teams, preparing resources, scheduling activities, teaching the material, computing improvement scores, recognizing team accomplishments, and assigning final grades.